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ABSTRACT

Programs, services, and activities initiated by a project designed to meet special community needs arising out of the changing roles and expectations of men and women are described in this report. During 1986-87, 245 individuals participated in the project's program activities. Program objectives included the following: assess and define barriers to equity; understand how stereotypes are developed and how to build new images; become aware of new strategies for women as leaders; suggest solutions to equity barriers; understand the benefits of a positive image; discuss ways to eliminate sexism; and make students aware of opportunities. Activities included a seminar, "Women Leaders in Today's World"; a session, "Factors Affecting the Career Decision Making Process" for the High School Career Day at Ashland Community College; a "Women in Management" networking luncheon; establishment of a resource center for sex equity materials; and workshop on a "Bill of Rights for Men and Women." Program evaluations indicated that activities were well presented and valuable. (The six-page report is followed by these supplemental materials: seminar materials, including correspondence, newspaper announcements, agenda, workshop pre/posttest; networking luncheon materials, such as correspondence, agenda, discussion topics, and an article on networking by Leslie Smith; annotated bibliography of resource materials; workshop materials; and program evaluations.) (YLB)

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ELIMINATION OF SEX BIAS AND SEX STEREOTYPING

WOMEN IN MANAGEMENT

WILLIE McCULLOUGH

PROGRAM DIRECTOR

ASHLAND COMMUNITY COLLEGE

ASHLAND, KENTUCKY

JULY 1, 1987

"All applicants meeting the appropriate academic requirements and technical standards shall be considered equally for admission to a community college or any academic program thereof regardless of race, color, religion, sex, marital status, national origin, age, or handicap."

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ANNUAL REPORT

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INTRODUCTION

ABSTRACT

It is the intent of this project to plan, coordinate, and initiate programs, services, and activities designed to meet special community needs arising out of changing roles and expectations of women and men in today's world. This program will provide a clearing-house for people and agencies who desire resources, informational, and referral, and will promote integration and coordination of resources and efforts.

During the 1986-1987 year a total of two hundred, forty-five (245) individuals participated in the program activities.

ACTIVITIES AND ACHIEVEMENTS

The following program objectives were developed to carry out the program philosophy:

1. To assess and define barriers to equity.

2. To understand how stereotypes are developed and how to build new images.

3. To rethink our educational history and use it to plan a more equitable future for students.

4. To consider how written, pictorial and oral language can be damaging.

5. To become aware of new strategies for women as leaders.

6. To be able to discuss Title IX knowledgeably.

7. To evaluate equity skills.

8. To suggest solutions to equity barriers.

9. To resolve questions with appropriate responses.

10. Understand how building a positive image can be a benefit both personally and to the organization; understand how positive images are built.

11. Recognize the effects of teacher expectations on student behavior and success; verbalize ways to improve career options for women.

12. Discuss ways to eliminate sexism in the future and maximize work options for all people.

13. To provide increased attention and information about how to achieve sex equity to professional education and community groups, particularly those who are supportive of sex equity.

14. To make students more aware of the variety of opportunities and possibilities open to them in today's society.

15. To utilize the trainer-of-trainer model so that workshop participants disseminate information and materials to faculty in their individual institutions.

The following activities were conducted in order to meet the program objectives:

1. A seminar titled "Women Leaders in Today's World" was held in observance of Women's History Week. The three day event was conducted by Marilyn Pergerson of Professional Communications Services. The following events were held: "Testing, One, Two, Three" - student workshop (36 participants), "Are We Still Wearing Cinderella's Slipper?" - student lecture (70 participants), and "Women Leaders in Today's World," - educators workshop (43 participants). (See Appendix I for related materials).

2. The counselor of the Re-Entry Program presented a session titled "Factors affecting the Career Decision Making Process" for High School Career Day at the College. The program focused on the options that are available to students as they make their career choices and spotlighted vocational education programs historically dominated by one sex. Forty-five students attended the program.

3. A "Women In Management" Networking luncheon was held at the Quality Inn Hotel in Ashland. Invitations were sent to over one hundred women who are currently holding managerial positions. A total of sixty participants were involved in the program. (See Appendix II for related materials).

4. A resource center for sex equity materials has been established. A bibliography of available materials has been made available to individuals, organizations, educational institutions, and other interested persons. (See Appendix III for Bibliography).

5. Amanda Smith, management and educational consultant in gender equity conducted a one-day workshop on a "Bill of Rights for Men and Women." Participants in the Special Summer Program as well as other interested individuals attended the workshop. Forty three students and educational administrators attended the workshop. (See Appendix IV for related materials).

RECOMMENDATIONS ON FINDINGS

Findings:	There is a misconception about the sex-bias and stereotyping issue.
Recommendations:	Participants were very receptive to the issues discussed. A continuation of programs and activities that create an awareness of the issue is needed.
Findings:	There is a need for networking among women in management.
Recommendations:	To establish a networking system among professional women in our community.
Findings:	Children develop stereotypes from their parents.
Recommendations:	Parent education courses that address the issue.
Findings:	Five problems of myths unique to women managers: Women are too emotional; not economically worth as much as men; can't handle money; not perceived as capable as men; and stereotyped because of biological factors.
Recommendations:	Programs and activities aimed at dispelling these myths.
Findings:	Five skills women need to succeed as managers: Communication skills; self-confidence; education; organizational skills; and ability to present a corporate image.
Recommendations:	Providing programs and activities that would enable women to overcome these obstacles.
Findings:	There is a wealth of information available on the issue of sex-bias and sex stereotyping.
Recommendations:	Make the resource material available to interested persons.
Findings:	Group discussions and brainstorming are more effective than lectures.
Recommendations:	Plan the activities program to center around group involvement.

Findings: Professional women are interested in serving as mentors or advisory board members for future programs.

Recommendations: Plan to use the mentor septum with management students at Ashland Community College. Recruite advisory board members from those expressing a desire to participate.

RESULTS AND CONCLUSIONS

It has been the intent of this program to create an awareness of the sex-bias and stereotyping issue. The staff of the Re-Entry Program was able to plan, coordinate, and initiate programs, services, and activities designed to accomplish this goal.

The program evaluations indicate that the activities were well presented and most valuable. (See Appendix IV for Program Evaluations).

SUPPLEMENTAL MATERIAL

APPENDIX I

"WOMEN LEADERS IN TODAY'S WORLD"

ASHLAND COMMUNITY COLLEGE
UNIVERSITY OF KENTUCKY
1400 COLLEGE DRIVE
ASHLAND KY 41101
(606) 329 2999

February 5, 1987

To Area Educators:

A seminar, "Women Leaders in Today's World," will be sponsored by Ashland Community College. School administrators, counselors, and teachers are invited to participate in the one day workshop to be held Wednesday, March 4, 1987 at the Quality Inn, Ashland Plaza, Ashland, Kentucky.

This seminar is being offered in order to provide educators with information that will enable them to recognize the barriers to educational equity and to understand ways to implement change. Participants will be involved in activities that will define and assess barriers to equity as well as understand how stereotypes are developed. Title IX will be discussed and solutions to equity barriers will be suggested, along with how to build new images.

The presenter is Marilyn Pergerson from Professional Communications Services in Ruffin, North Carolina. She has been a vocational administrator, counselor, and sex equity and civil rights coordinator for the state of North Carolina. She is currently an independent consultant having conducted workshops throughout the southeast.

The seminar is made possible by a grant from the Office of Vocational Education, Kentucky Department of Education, and Re-Entry Program at Ashland Community College. The program will begin at 8:30AM and conclude at 4:00PM. Lunch will be provided at no cost for the participants.

We hope that representatives from your school can attend what promises to be an interesting and informative workshop.

Since we are limited to fifty participants, we are asking each school to send no more than three representatives. If you have any questions, please don't hesitate to call Louise Shytle, Sharon Messer, or myself at (606) 329-2999 extension 204.

Sincerely,

Willie McCullough

Willie McCullough
Re-Entry Coordinator

WM/ds

AN EQUAL OPPORTUNITY INSTITUTION

Women's History Week at ACC

presents

Women Leaders in Today's World

Marilyn Pergerson
Professional Communication Services
Ruffin, NC

Tuesday, March 3
7:30 - 9 pm
Room A-106

Testing...One, two, three...
Are you listening out there?

Thursday, March 5
Noon - 1 pm
Room A-106

Are we still wearing Cinderella slippers?

ASHLAND COMMUNITY COLLEGE
UNIVERSITY OF KENTUCKY
1400 COLLEGE DRIVE
ASHLAND, KY 41101
(606) 329-2999

MEMORANDUM

TO: ACC Faculty

FROM: Re-Entry Program W.M.

DATE: February 13, 1987

SUBJECT: "Women Leaders in Today's World"

The Re-Entry Program with a grant from the Office of Vocational Education is sponsoring the following activities to deal with the issue of eliminating sex bias and stereotyping. Presentations will be made by Marilyn Pergerson, a professional communications consultant from North Carolina.

March 3, 1987
7:30PM - 9:00PM
ACC - Room A106
"Testing - One, Two, Three; Are You Listening Out There?"

The presenter will discuss the stereotypes removed and those which still linger and also address some of the new tests that today's females face such as dealing with day care and teen pregnancy issues.

March 4, 1987
8:30AM - 4:00PM
Quality Inn
"Women Leader's in Today's World"

This workshop will provide educators with information that will enable them to recognize the barriers to educational equity and to understand ways to implement change.

March 5, 1987
12:00Noon - 1:00PM
ACC - Room A106
"Are We Still Wearing Cinderella's Slippers?"

The speaker will deliver a lecture which will discuss where women were in 1972, their progress, and then focus on women of the future (with a challenge for impacting that future.)

Support is needed to make this a successful program. Please encourage your students to participate in the scheduled activities. If you would like to participate in the educator's seminar please call our office (204) and reserve your spot. Also, please complete the attached form so we can plan on the number of participants.

Thanks for your cooperation.

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What's happening

ACC program will focus on women

ASHLAND — Ashland Community College will observe Women's History Week this week by presenting a seminar titled "Women Leaders in Today's World."

The presenter is Marilyn Pergerson of Professional Communications Services of Ruffin, N.C. She has been a vocational administrator, counselor and sex equity and civil rights coordinator for the state of North Carolina.

Activities will include a student workshop at 7:30 p.m. Tuesday at the college titled "Testing — One, Two, Three: Are You Listening Out There?"; a one-day workshop for educators on Wednesday at the Quality Inn Ashland Plaza, focusing on barriers to educational equity and ways to implement change; and a lecture at noon Thursday at ACC on the topic "Are You Still Wearing Cinderella Slippers?"

The seminar is made possible by a grant from the Office of Vocational Education, Kentucky Department of Education and the Re-Entry Program at ACC.

The sessions are free and open to the public. However, reservations are needed for the Wednesday workshop and may be made by calling 329-2999, extension 204.

Annual boutique set March 13, 14

ASHLAND — The annual Cherry Blossom Boutique, sponsored by the Boyd County Homemakers, will be from 6 to 9 p.m. March 13 and from 10 a.m. to 4 p.m. March 14 at the Steelworkers Hall, 734 Carter Ave.

The event will feature more than 1,000 handcrafted items and home-baked goods, as well as Easter items.

Admission is free.

Special women's programs announced

ASHLAND — The Women's Program of Pathways Inc. has scheduled a special series of programs this week in observance of Women's History Week.

Sessions scheduled from 10:30 a.m. to noon on Monday, Tuesday, Thursday and Friday at the office at 2162 Greenup Ave. will be, respectively, "Women Who Love Too Much," "Famous Women and Alcohol," "Women and Stress" and "Women and Eating Disorders."

A separate session, to take place from 6:30 to 8 p.m. Tuesday at the office at 2165 Winchester Ave., will also feature the topic "Famous Women and Alcohol."

The events are free and open to all women.

The Women's Program meets weekly. For more information, call Joyce Wise, consultation and education specialist, at 324-1141 or toll-free in Kentucky at 1-800-562-8909.

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TODAY !!

WOMEN'S HISTORY WEEK

- PRESENTS -

"ARE WE STILL WEARING CINDERELLA SLIPPERS ?"

---

12 NOON RM. A-106
LUNCH PROVIDED
EVERYONE WELCOME

ASHLAND COMMUNITY COLLEGE
UNIVERSITY OF KENTUCKY
1400 COLLEGE DRIVE
ASHLAND, KY 41101
(606) 329-2999

AGENDA
Women's Seminar

March 4, 1987

"WOMEN LEADERS IN TODAY'S WORLD"

8:30 - 8:45	Overview, Objectives and Introduction
8:45 - 9:30	"Barriers to Equity" - Nominal Group Process
9:30 - 10:00	"Unbuilding a Stereotype" - Demonstration
10:00 - 10:15	Break
10:15 - 11:30	"Educating for the Future" - Activity
11:30 - 12:15	"Rethinking Our Language" - Lecture
12:15 - 1:00	Lunch
1:00 - 1:20	"Women As Leaders" - Lecture
1:20 - 2:30	"What's Your Line on Title IX?" - Activity
2:30 - 2:45	Break
2:45 - 3:30	"So Do You Know You Know?" - Melodrama
3:30 - 4:00	"Resolving the Barriers"
4:00 - 4:15	Questions/Answers/Evaluations

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UNIVERSITY OF KENTUCKY
ASHLAND COMMUNITY COLLEGE
ASHLAND, KENTUCKY 41101

"WOMEN LEADER'S IN TODAY'S WORLD"
March 4, 1987

GOAL: Participants will be able to recognize the barriers to educational equity and understand ways to implement change.

OBJECTIVES:

To assess and define barriers to equity

To understand how stereotypes are developed and how to build new images

To rethink our educational history and use it to plan a more equitable future for students

To consider how written, pictorial and oral language can be damaging

To become aware of new strategies for women as leaders

To be able to discuss Title IX knowledgeably

To evaluate equity skills

To suggest solutions to equity barriers

To resolve questions with appropriate responses

BARRIERS TO EQUITY - Participants will be involved in a nominal group activity to assess equity barriers.

UNBUILDING A STEREOTYPE - Participants will test their own stereotypical assumptions and discuss how to build new healthful images.

EDUCATING FOR THE FUTURE - Participants will discuss an era of education and recognize how psychological and sociological barriers have impacted education to rethink the future.

RETHINKING OUR LANGUAGE - Participants will listen to a lecture on the subtleties of sexism and see ways to develop more sex-fair methods of working with students.

WHAT'S YOUR LINE ON TITLE IX? - Participants will assess their knowledge of Title IX and be given ways to implement Title IX in their schools.

SO DO YOU KNOW YOU KNOW? - Participants will become involved in a Title IX melodrama that will expand their understanding of Title IX issues.

RESOLVING THE BARRIERS - Participants will develop solutions to sexism.

QUESTIONS/ANSWERS/EVALUATIONS - Participants will ask any unanswered questions for group reaction and will evaluate their day's educational progress.

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WHAT'S YOUR LINE ON TITLE IX?

	TRUE	FALSE
1. Title IX requires that a girl be allowed to play on a football team if she is good enough.	_____	_____
2. Title IX requires all classes have both females and males in them.	_____	_____
3. Title IX requires that when there is a disproportionately small number of women principals, women be promoted before men.	_____	_____
4. Title IX encourages special programs for pregnant girls.	_____	_____
5. Title IX permits the use of separate vocational interests tests for females and males which provides occupational choices geared to special interests of each sex.	_____	_____
6. Title IX requires that there be female coaches for girls' sports.	_____	_____
7. Title IX requires that as much money be spent on girls' as on boys' athletics.	_____	_____
8. Title IX prohibits the use of sex-biased textbooks.	_____	_____
9. Title IX requires that all clubs and extracurricular activities be coeducational.	_____	_____
10. Title IX requires that resolution of sex discrimination grievances must be attempted within the school district before the grievance is filed with the Federal government.	_____	_____

Sexism In Education, by Rita Bornstein, Women's Educational Equity Act Program, HEW, Washington, D.C., p. 50.

"WOMEN LEADER'S IN TODAY'S WORLD"
March 4, 1987

WORKSHOP PRE-POST TEST
Ashland, Kentucky

1. Which sexist barrier has been assessed as the most difficult to overcome:

   A. community attitudes
   B. teacher behaviors
   C. peer interactions
   D. counselor influence

2. What major technique is recognized as more effective in building positive images:

   A. distortion of reality to project an image
   B. promotion of product/service benefits
   C. stress on reality
   D. promotion of economic benefits of product/service

3. How has the development of vocational education encouraged resistence to the elimination of sex bias and stereotyping:

   A. by binding vocational education to historical images
   B. by perpetuating teacher/counselor traditionalism
   C. by overly sluggish change in educational curriculum
   D. None of the above

4. Three often-used arguments concerning sexist language are: (1) Language changes attitudes, behaviors and actions. (2) Language is a powerful tool for enforcing change in the economic labor force. (3) Gender-free language can be cumbersome (i.e. the he/she pronoun) and is not viewed as important for the elimination of sexism in education. Which of these arguments are valid based on language studies?

   A. Both 1 and 2
   B. Both 2 and 3
   C. Both 3 and 1
   D. All three arguments

5. How is typically female passiveness training a handicap in the workplace?

   A. Passiveness reduces ones action experiences and self-expectations
   B. Passiveness is viewed as a weakness in the workplace by authorities and managers
   C. Leaders are expected to be aggressive
   D. Both A and B

6. Title IX requires that:

   A. Females be allowed to play football if they wish
   B. Special alternative education should be provided for pregnant students
   C. There be a balance of male and female administrators
   D. None of the above

7. Title IX:

   A. was eliminated in 1984
   B. was expanded in 1984
   C. was changed in 1984 to include males
   D. None of the above

8. Studies indicate that teacher and counselor expectations may:

   A. limit student opportunities
   B. expand student achievements
   C. neither of the above
   D. Both of the above

9. List three techniques for overcoming sexist language:

   1.

   2.

   3.

10. List three strategies for eliminating sex bias and stereotyping in the classroom:

   1.

   2.

   3.

"WOMEN LEADERS IN TODAY'S WORLD"

WORKSHOP PRE-POST TEST

NUMBER	PRE-TEST	POST-TEST	NUMBER	PRE-TEST	POST-TEST
5	8029		3		4343
6	6141		5		4131
4	1910		7		6141
1	6403		6		4068
2	4068		6		7115
5	5738		4		6403
7	0902		5		
2	8139		7		4027
1	0750		7		1735
2	1093		5		1093
3	1044		5		1044
3	1215		6		4373
5	4373		6		1215
3	2873		5		1141
2	5525		2		4321
4	4750				
3	4131				
5	4343				
6	0898				
6	7115				
3	4321				
4	5379				
4	7942				
3	2132				
5	0461				
4					
4	1924				
4	1735				
5	4027				
2	8029				
3	1141				
8	5738				

APPENDIX II

WOMEN IN MANAGEMENT

You are cordially invited to attend a

Women in Management Networking Luncheon

We need your expertise in identifying the needs and opportunities available to women in our community.

April 16 - Noon until 2 pm
Quality Inn - Ashland, KY

Sponsored by
The Re-Entry Program of Ashland Community College/UK
&
The Department of Education's Office of Vocational Education

RSVP

by April 3, 1987 to
Willie McCullough, Sharon Messer or Louise Shytle
329-2999 ext. 204

ASHLAND COMMUNITY COLLEGE
UNIVERSITY OF KENTUCKY
1400 COLLEGE DRIVE
ASHLAND, KY 41101
(606) 329-2999

MEMORANDUM

TO: Luncheon Guest .

FROM: Willie McCullough W.M.
Re-Entry Program Coordinator

DATE: April 9, 1987

SUBJECT: Women In Management Networking Luncheon

We are honored that you have accepted the invitation to attend our Networking Luncheon on Thursday, April 16, 1987. This program is funded by a grant from the Department of Education, Office of Vocational Education, with the intent to increase community awareness of the problems of gender stereotyping and to obtain feedback about gender stereotyping. We feel that your expertise as women in management positions will help us to accomplish this goal.

We will be asking for your ideas on what we can be doing to develop women managers. More specifically the following topics will be addressed:

1. Problems unique to managers who are women.

2. Skills women need to succeed as managers.

3. Networking: How to identify mentors and build support systems in organizations.

You may want to jot down some of your thoughts on the above topics in order to better facilitate the discussion. We feel that your input will be very important to the success of this project.

Once again thank you for your willingness to participate. We will look forward to seeing you on Thursday.

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ASHLAND COMMUNITY COLLEGE
UNIVERSITY OF KENTUCKY
1400 COLLEGE DRIVE
ASHLAND, KY 41101
(606) 329-2999

AGENDA

WOMEN IN MANAGEMENT NETWORKING LUNCHEON
Thursday, April 16, 1987

12:00	Welcome - Willie McCullough, Re-Entry Program Coordinator
	Lunch
12:30	Pat Goodpaster - Recent publication on Volunteerism
12:45	Program Overview - Lysbeth Barnett, Associate Professor, Coordinator-Management Technology
1:00 - 1:30	Brainstorming Session
1:30 - 1:55	Plenary Session (Synthesis of Ideas)
1:55 - 2:00	Closing and Evaluation

A special thanks to the following Ashland Community College faculty members and students:

Dan Bailey, Professor/Career Guidance Counselor
Lysbeth Barnett, Associate Professor/Coordinator-Management Technology
Jeannette Jennings, Financial Aid Officer
Jim Miller, Associate Professor, Speech
Dick Schomer, Instructor, Management Technology
Louise Shytle, Counselor/Instructor, Re-Entry Program
Sharon Messer, Counselor/Instructor, Re-Entry Program
Shelissa Savage
Sandy Earl
Dottie Burke
Daina Hamlin
Mary Jo Klaiber
Dena Stephens

Sponsored by
KY Department of Education,
Office of Vocational Education, and
Ashland Community College's Re-Entry Program

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ASHLAND COMMUNITY COLLEGE
- UNIVERSITY OF KENTUCKY
1400 COLLEGE DRIVE
ASHLAND, KY 41101
(606) 329-2999

MEMORANDUM

TO: Women In Management Participants

FROM: Willie McCullough W.M.
Re-Entry Program Coordinator

DATE: April 23, 1987

SUBJECT: Luncheon Follow-Up

I want to again express my appreciation to you for being a participant in our recent workshop. We were extremely pleased with the ideas generated by the brainstorming sessions. (See attachment for complete listing).

The results from the Synthesis of Ideas are as follows:

Myths and Problems:

1. Women are too emotional.
2. Not economically worth as much as men.
3. Women can't handle money.
4. Women are not perceived as being as capable as men.
5. Stereotyped because of biological factors, Superwoman Syndrome, Not thinking analytically.

Skills

1. Communication skills.
2. Self-confidence.
3. Education.
4. Organizational skills.
5. Ability to present a corporate image.

It is our intent to plan and implement programs that address the problems that you have identified. We appreciate your willingness to help in this endeavor and will be calling on your services.

Once again thanks for your participation and cooperation. We will look forward to working with you on future programs. Please feel free to contact me at 329-2999 extension 204, if I can be of any assistance to you.

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WOMEN IN MANAGEMENT NETWORKING LUNCHEON

TOPICS FOR DISCUSSION

1. Problems unique to women managers:

   A. Myths about women managers

   B. Sexual stereotypes

Women are too soft for management

Men will not follow women as managers

*Stereotyped because of biological factors

Think of women in business as secretaries

Only traditional jobs for women

Can't be "one of the boys."

Superwoman Syndrome

In male predominate setting, women create logistical problems

Women are resented in traditional male jobs by men and women

*Not economically worth as much

Women can't make a decision and stick to it

*Not perceived as being as capable as men

Women should be aggressive, and assertive

Women not as capable or trustworthy

*Women too emotional

Talk too much

*Can't handle money

PMS problem

Unable to manage due to family

Quit to have family

Women not physically able

*Not taken seriously

*Limited opportunities in management

Knowlegable (lack of)

Men don't want to work for female managers

Not promoted as often as men

Encouragement by male co-workers

Vindictive

No happy medium

NETWORKING LUNCHEON
TOPICS FOR DISCUSSION -
Continued

Nurture workers under her

Women work as individuals not as a team member

Decision making

*Family interferrence

Incapable physically

Incapable mentally

*Assertiveness

Not as ambitious

Can't count on them

*Coping

Man's Job - Women's Job

*Can't delegate

Can't follow through

*Can't be trained for technical jobs

Opinionated, aggressive negatively

Men qualified, have brains

Women don't listen, want to talk

*Handle authority

Can't make decisions - too wishy washy

No ability for particular position, such as non-traditional
eg: iron-worker, welder, etc.

Frivalous

*Men think women should be sub-servient

Assertiveness mistaken for aggressiveness

When women seek advice, men take authority away

Using demeaning vocabulary, such as "honey", etc.

Expectations of their role not as an equal

"Catty", not serious in work

Stereotyped dressing for management

*Not thinking analytically

*Using gender

*Language "male-gender"

*Establish comfortable communication

*Prove "respect" worthy

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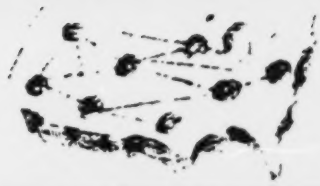
NETWORKING LUNCHEON
TOPICS FOR DISCUSSION
Continued

2. Skills women need to succeed as managers:

Ability to use power
Experience to get job done
Self-awareness
Self-confidence
Ability to work as a team member
*Decision making skills
*Leadership ability
Possibility of errors
*Organizational skills
*Interpersonal skills
Ability to be objective (objectively)
Human relations skills
*How to use authority
Be calm
*Education
*Projecting confidence
*Time/energy management
Financial development skills
Broad knowledge of flexibility
*Communication skills
Separation of home from work
Using employees best ability
*Personal development - communication skills for frank and open delegation
Ignoring the stereotyping of acceptable behavior of women
Must know your subordinates
Must be better prepared than males
Confidence in your ability
Dealing with stress in a positive way
Increase your self-worth in doing a good job
Planning and organizing
Interpersonal skills
Political awareness "Who's in better"

NETWORKING LUNCHEON
TOPICS FOR DISCUSSION
Continued

Ability to think big
Ability to present a corporate image
Assertive but not aggressive
Decision making skills
Gain respect for earning it
Willingness to accept responsibility
Ability to say "no" constructively
Be qualified
No policies and procedures
Create professional environment
*Professional development
Role playing
Positive attitude
Good communication skills
Sence of humor
Empathy but not compromising
Ability to motivate
Patience
*Self-confidence
Open minded
Organization
Communication sense
Accepts criticism
Education
*Ability to recognize good capabilities in others
Know your job and stand behind your decisions
Bookkeeping
Take criticism
Backing your idea
Ability to prioritize
Authoritative
Ability to delegate
Keep current professionally
Good judgement
Objectively



By Leslie Smith

TOP-NOTCH NETWORKERS

At a recent breakfast meeting of the Virginia Association for Female Executives (VAFE), I was struck by the fact that 130 women with impressive job titles and highly professional images had dragged themselves out of bed on a Saturday morning to spend two hours at, of all things, a network meeting. It started me wondering, "Why do high-level women join—or stick with—these groups? What do women who have already reached the top of their professions get out of network membership?" For the answers, I turned to some top-notch NAFE members, all committed networkers.

Gayle Rominger moved to Dayton, Ohio three years ago and joined a network to meet people in her new home base. She didn't need a professional push; she was already a partner and vice president in Parker, Dylan, Carlson and Johnson, an investment management firm. Serving on the program committee of AFE (Association for Female Executives/Dayton, a NAFE network) brought her together with women who shared her interests, regardless of their titles. "We have hourly workers seeking to move up and high-level women looking to become experts in their fields. No matter what level we're at, we're all trying hard to make it in our careers." Being a "joiner" has broadened Gayle's life in unexpected ways, too. By being part of a local museum's marketing group, she has learned to enjoy and appreciate contemporary art—and has kept her direct-mail skills sharp by working on a membership campaign.

Barbara Lewis had both personal and professional reasons for joining the Atlanta Network of Executive Women, a NAFE network she learned about from a newspaper announcement. Like Gayle, she wanted to gain a perspective on what other career women were doing. In ANEW, she got that and something more: Networking with women in other fields gives her access to information that bolsters her current job skills, and also provides career insurance in case she needs contacts to make a switch in the future. Barbara is currently director of Training and Continuing Education at DeKalb General Hospital in Decatur, Georgia, where she started as a nurse 17 years ago. Although she's president of the Georgia Society of Health Care, Education and Training and active in health-related networks like the American Hospital Association, she feels her membership in ANEW, a mixed-profession network, guards her against "tunnel vision" in her career, and lets her extend a helping hand to a wider variety of people.

Jacalyn S. Barnett would be the first to agree that helping is what it's all about. She is partner and head of the Matrimonial Department of Shea & Gould in New York City, one of the nation's largest law firms. Jacalyn, who is active in the Wall Street Women's Network, as well as task forces and community boards, says, "I've been very lucky. I've been given certain talents and I owe something to other people to help them along." Her commitment to giving something back is evident in her readiness to share her time and knowledge with anyone who needs them.

She recently spoke on her specialty, "Love and the Law," to a group of elderly people. "It meant a lot to them," she says. "They can't get around that easily to attend lectures. I traveled far to spend the evening there and didn't get a speaker's fee, but it meant a lot to me to do this for them."

Jacalyn is disappointed that she doesn't encounter this generosity in everyone she meets. In fact, she says she finds herself "lecturing" women she's helped who won't return the favor. She's quick to point out that those who take information without giving any back are not engaging in networking, only in "career placement for themselves."

In Jacalyn's view, it's the true networkers who get the farthest. Among the ingredients necessary for success, she says, are "being well-rounded, and having good social skills and a good sense of community"—all qualities you can gain from a network, as well as bring to it.

The kind of commitment these three women share is a great motivator, but it can't add hours to the day. Yet, in addition to regular monthly meetings, board meetings and special task force meetings, each makes time to meet individual callers seeking contacts and support. How do they do it?

Although Gayle Rominger regularly works 10-hour days, she squeezes most of her one-on-one networking into business hours by occasionally taking a short break to talk with someone on the phone. Barbara Lewis also finds time during the day to meet or talk with people. Jacalyn Barnett will first talk to a caller, then perhaps invite her to her office for a meeting, or offer to get together for lunch or for a drink.

According to Jacalyn, it's a question of priorities. "Everything *can* get done," she insists. She never believes women who tell her they don't have time for networking. She thinks they're just not committed to it, or they would make the time. Jacalyn says, "If networking is your priority, then *do* it!" Let's make those words a rallying cry for all high-powered women to make the time to network and help themselves as well as others.

Gayle Rominger

Barbara Lewis

Jacalyn Barnett

Leslie Smith is NAFE's Director of Association Services.

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NETWORK HAPPENINGS

ALABAMA
Network Birmingham's second annual statewide conference, "Attaining Professional Excellence II." One of the speakers is Karin Abarbanel, Editor-at-Large of *Executive Female*
When: May 29. **Where:** Birmingham, AL. **Contact:** Jerri Echols, Network Birmingham, 1644A Montgomery Highway, Ste. 186, Birmingham, AL 35216, (205) 967-0995.

ARIZONA
Resources for Women, Inc.'s one-and-a-half-day program on networking skills. Leslie Smith, NAFE's Director of Association Services, will talk on "Trends in Networking: How to Make Them Work for You." Also, a panel will discuss how to develop, maintain and use a network.
When: April 2-3. **Where:** Tucson, AZ. **Contact:** Donna M. Reed, Resources for Women, Inc., 5740 Paseo del Cenador, Tucson, AZ 85715, (602) 299-8166.

COLORADO
The new Colorado Women Executives' reception for Denver-area NAFE members. Leslie Smith will discuss networking and bring up-to-date news from NAFE Headquarters.
When: April 6. **Where:** Denver, CO. **Contact:** J.L. Joan Laurence, 5789 E. Caley Dr., Englewood, CO 80111, (303) 694-0503.

FLORIDA
The new Southeast Executive Women's Network is holding its 1987 membership kickoff meeting.
When: May 5. **Where:** Ft. Lauderdale, FL. **Contact:** Carol Epstein, 7920 N.W. 44th Ct., Lauderhill, FL 33321, (305) 748-4440.

The Marion County Network of Executive Women is featuring Gaye Martin on "The Promotable Woman."
When: May 19. **Where:** Ocala, FL. **Contact:** Elaine Patryn, P.O. Box 7339, Ocala, FL 32672, (904) 687-3262.

MARYLAND
Women's Information Network and *Washington Connections* are holding a Business/Career Ex-

TAKE THE FIRST STEP TO START A NAFE NETWORK

Would you like us to count you in as a NAFE network director? If your answer is "yes," or you want more information on what is involved, fill in the "Count me in!" coupon on this page. Next, NAFE headquarters will send you the network "Q & A" which explains what is involved in setting up a network. If you need to know more, you can request a call from Leslie Smith, Director of Association Services, who will give you more details.

READY TO START?

Once you're ready, we're ready—to list you as a new director in an upcoming issue of *The Executive Female* and add you to our national list. Then, NAFE members will contact you, to help you start your network or to join the group you form. Yours may be the only network they become involved with, or one of several.

HOW NAFE NETWORKS WORK

Every NAFE network is a little different. Some are informal, others more structured. Some are large, some small. Some have members of diverse backgrounds while others are homogeneous in nature. Each group takes shape based on the interests and needs of the individuals involved. As a director, you will be responsible for shaping the network, and for acting as a contact and coordinator.

Periodically, NAFE headquarters will send you material which will help you with your network, including the quarterly *NAFE Network News*. Also, you will be asked, about twice a year, to fill out a quick-check reporting form so that we will know how your network is expanding and what your group is doing. This will also alert us about any help or guidance you may need from us.

INTERESTED?

Fill in the "Count me in!" card. That's the first step. We're waiting to hear from you and NAFE members are eager for your participation in NAFE's growing system of network groups.

While the responsibility of starting and shaping the network is yours, NAFE is ready to assist you whenever you need advice or support. We're only a phone call away.

NOTE TO ALL DIRECTORS

NAFE's sole purpose is to provide the tools and information NAFE members need to plan for and achieve continued career success and gain financial independence. NAFE's name, and the NAFE networks, are not to be used for any political or radical purposes.

Count me in!

I want to be a NAFE Network Director.

I want other NAFE members to contact me to start a network.

I understand that the NAFE name is not to be used for any radical or political purposes.

The following information may be printed in the EXECUTIVE FEMALE.

Please print your name and address exactly as they appear on this issue's label.

Name _____

Address _____

city/state/zip _____

(Please indicate where you are willing to be contacted.)

Phone (work) _____ (area code) (home) _____ (area code)

About Me: NAFE Member No. (First 7 digits on your label.) _____

Title _____

Type of business/industry _____

Job description _____

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SYNTHESIS OF IDEAS

Please vote for top 5 ideas that you feel are most important:

1. Problems unique to women managers.

   1.

   2.

   3.

   4.

   5.

2. Skills women need to succeed as managers.

   1.

   2.

   3.

   4.

   5.

3. We will be having future programs, please indicate areas in which you are willing to participate:

   _____ 1. Member of Advisory Committee

   _____ 2. Program Speaker

   _____ 3. Mentor

   _____ 4. Workshop Participant

APPENDIX-III

BIBLIOGRAPHY OF RESOURCE MATERIAL

SYNOPSIS

OF

RESOURCES

Why Do I Think I Am Nothing Without A Man? Penelope Russianoff, Ph.D., Bantam Books, Inc., 1981, paperback, 182 pages.

Through candid profiles of the women Dr. Russianoff has treated as well as her own personal experience, Why Do I Think I Am Nothing Without A Man? offers warm, straightforward and insightful advice on: (1) Becoming sexually undependent, (2) Becoming more supportive of yourself, emotionally and financially, (3) Learning to love being alone (if the situation arises), (4) How a women - or a man - can be a woman's best friend.

The Cinderella Complex, Colette Dowling, Pocket Books Publishing Co., 1981, paperback, 174 pages.

Women's hidden fears of independence. Dowling states "Like Cinderella, women today are still waiting for something external to transform their lives. We may venture forth into the world, travel, make money. But underneath lurks a wish to be saved, a deep yearning for dependence.

In A Different Voice, Carol Gilligan, Harvard University Press, 1982, paperback, 174 pages.

Gilligan believes that psychology has persistently and systematically misunderstood women - their motives, their moral commitments, the course of their psychological growth, and their special view of what is important in life. Here Gilligan attempts to correct psychology's misperception and refocus its view of female personality.

Putting the One Minute Manager to Work, Kenneth Blanchard, Ph.D., Robert Lorber, Ph.D., Berkley Books Publishing Co., 1984, paperback, 101 pages.

This essential follow-up to "The One Minute Manager" applies the secrets of One Minute Goal Setting, One Minute Praisings, and One Minute Reprimands to Real-Live Situations.

The Professional Image, Susan Bixler, Putnam Publishing Group, 1984, 277 pages.

The total program for marketing yourself visually by America's top corporate image consultant. The only book that contains everything business men and women need to know to maximize their visual impact. Wardrobe Development - Discarding the '70s corporate uniform for a style that's appropriate to the'80s; The art of buying suits, dresses, shirts, and ties; Camouflaging your figure problems while accentuating your best features. Body Language - Making an entrance - the effective way; Handshake technqiues; Using eye contact for control; Corporate etiquette, etc.

The Managerial Woman, Margaret Hennig and Anne Jardim

Addresses important questions concerning how career decisions of women affect their future; why women worry about job security and their abilities to do a job; why women see risk as potential loss rather than gain; and what the impact of women's orientation is on their career change.

JOB HUNT SUCCESS KIT, Phillis Martin, Marketers of Career Development Programs.

Information on resumes and interview techniques, also addresses issues such as the psychological stress of job seeking and its relationship to the family.

RESOURCES FOR EDUCATION EQUITY - 1985 CATALOG
Women's Educational Equity Act Publishing Center

Design for Equity: Women and Leaership in Higher Education, Project Director: Carol W. Konek, 162 pages.

Includes a review of recent legislation and outlines models for ensuring the promotion of women in educational administration. FOR: Faculty, counselors, and administrators in higher education.

A Guide to Developing Educational Leadership Potential, Project Codirectors: Dr. Elizabeth Hatch and Robert Foley, 78 pages.

Advances a system that encourages women and minorities to try and to succeed in educational administration. It presents a management skills program of workshops, challenging problems, and suggestions for hands-on training that can provide the foundation for professional advancement. FOR: Women's management training programs, inservice education, resource centers.

Sex Equity in Educational Leadership, Project Director: Patricia Schmuck, FOR: Educators and educational administrators.

Women Getting Together and Getting Ahead identifies the kinds of men and women who inhibit the hiring of women, offers practical advice on advancement and survival, and outlines a plan for successful organizing to change hiring and promotion practices.

The Oregon Story describes how the plan worked in Oregon.

An Analysis of a Planned Social Change Project assesses the results of the plan in Oregon and its adaptability to other programs.

Toward Equity: Effective Title IX Strategies, K-Postsecondary, Project Codirectors: Dr. Barbara Peterson, Dr. Lee Mahon, and Barbara Landers.

A guide that will steer you through all the practical, philosophical, and theoretical problems of Title IX regulations. Provides a unique format for integrating Title IX with your existing school system. FOR: K-Postsecondary administrators.

COMMUNITY RELATIONS/SOCIAL SERVICES, Project Codirectors: Joan Sweeney, and Kathryn Girard, FOR: Women's centers; counselors or advisors, continuing education administrators.

Developing Women's Programs gives step-by-step directions for planning such programs, assessing student needs, determining objectives, and selecting appropriate activities.

Developing and Negotiating Budgets for Women's Programs outlines everything you need to know about budgets: how to secure funds, how to plan and budget cycles, and how to prepare the budget you'll actually need.

NEW! To Make A Difference, Project Codirectors: Joan Sweeney and Kathryn.

Comprehensive manual for trainers who work with campus-based women's centers and other women's organizations. Here are all the materials you need to conduct a five-day training program for individuals seeking to establish a women's center. Giving thorough coverage to issues of power and leadership, organizational development, program planning and budgeting, and communication and negotiation. FOR: Women's groups.

TEACHER EDUCATION - ASPIRE: Awareness of Sexual Prejudice is the Responsibility of Educators, Project Director: Esther Heusner.

ASPIRE is an excellent tool for training teachers to evaluate instructional materials, examine the effects of sex-role stereotyping on careers, and develop strategies for lasting change. The four modules can be used either as individual workshops or as a program series.

BORN FREE: Training Packet to Reduce Sex-Role Stereotyping in Career Development, Project Director: Dr. L. Sunny Hansen, FOR: K-12 and postsecondary teacher-training programs; community and social service organizations.

BORN FREE: Training Packet - Postsecondary/Higher Education Level, 78 pages.

Teacher Skill Guide for Combatting Sexism, Project Director: Dr. Debra Klinman, FOR: Teacher-training programs, inservice workshops.

Provides a quick, simple tool for pin-pointing subtle examples of sex bias in teacher lessons and in students' attitudes. Program consists of three phases. Phase One exposes the pervasive, neary invisible stereotypes within education and society: How Expectations Influence Behavior and Perception; Sex Bias in Language and Instructional Materials; Dealing with Resistance to Change; etc. Phase Two suggests techniques and strategies for handling resistance to change among students: The Components of a Nonsexist Person; Teaching the Components of a Nonsexist Person; Using the Role Play to Develop the Behaviors of a Nonsexist Person; Phase Three shows how to help students make their own independent decisions about careers and personal identity: Problem Solving Around Personal Issues Related to Sex Bias; Developing Internal Strength Through Self-Statements; Helping Students Build Internal Strength, etc.

NEW! Teacher Education and Mathematics (TEAM), Project Coordinators: Elaine B. Chapline and Claire M. Newman, FOR: Preservice or inservice teacher training.

Many future elementary teachers suffer from math anxiety - a fear they can transmit to their students unless they learn ways to overcome it. TEAM offers a new and comprehensive approach to teacher education, an approach that enables prospective teachers to reduce their own anxiety level about math, to develop solid math-teaching skills, and to create a positive classroom environment that avoids sex-role stereotyping. The first four modules help develop math-teaching skills and the second four modules deal with math anxiety.

The Instructor's Handbook discusses the integration of mathematics and psychology with teacher education programs.

Patterns explores the use of patterns in the developent of math ideas.

Approximation and Estimation teaches essential math skills that are needed to develop number sense.

Metric Measurement uses physical referents of metric measures, rather than an emphasis on conversions, to develop facility with the metric system.

Choice and Chance examines the subject of probability.

Demystifying Math offers a productive way of reducing math anxiety among prospective teachers.

Sex-Role Stereotyping in Mathematics Education teaches how to evaluate the literature and how to analyze issues of sex-role stereotyping.

Women, Mathematics and Careers explores the extent of math skills needed for various careers. An accompanying audiotape cassette, "Getting from Here to There," interviews women who use math in their specific occupations.

Women as Mathematicians documents the presence of reputable scholarly women mathematicians throughout history. An optional cassette, "Interviews with the Past," explores the lives of some of these women.

EDUCATION AND EMPLOYMENT FOR DISABLED WOMEN AND GIRLS
The Vocational Studies Center
University of Wisconsin-Madison

A Life and Career Planning Series for Women with Disabilities

READY, SET . . . GO! A Staff Handbook in Two Volumes designed to provide instructors, job placement specialists, vocational rehabilitation counselors, career counselors and other individuals who work in special education and employment programs with detailed information and guidelines for planning programs and providing support services to disabled women and girls.

Volumn 1 looks at program planning through chapters on Abilities and Disabilities; Outreach and Recruitment; Faculty and Community Awareness; Advisory Committeess; Linkages; Needs Assessment; Followup; and Additional "Hands-On" Resources.

Volumn 2 explores the varied services and resources you can oversee and/or provide. The chapters discuss Registration, Assessment, and Evaluation Services; Academic Support Services; Physical Access. Mobility Assistance and Transportation; Counseling Services; Faculty and Staff Support Services; Support Group Services; Specialized Equipment, Materials and Technology; Career Education Services; and Other Support Services.

Each chapter has handouts, worksheets, reference lists, and sample materials.

Career Choices for High School

Curriculum materials and resource guides for working with high school students who need to look at all their options -- whether that's college, training programs, or going directly to work. Provides solid strategies for career exploration, and contains helpful job preparation materials. Includes: Choices/Changes; Choosing Occupations and Life Roles, Looking at Jobs; Science, Sex, and Society; The Sky's the Limit; Steppin' Up and Moving On; Project CHOICE.

Single Mother's Resource Handbook, Annette Fernando and David Newbert, FOR: workshop facilitators, educators, counselors, resource centers, and individual mothers.

A proven, innovative program to help single mothers develop a positive self-image, recognize available alternatives, better express their needs and feelings, positively influence their children, and use problem-solving skills to make better decisions.

K-12 GUIDANCE CURRICULUM

Project Choice Creating Her Options in Career Exploration, Dr. Elyse S. Fleming, FOR: high-school or college career counselors and teachers, and youth group leaders.

This unique and comprehensive handbook outlines a 14 week career development program specifically targeted to talented adolescent women. Its basic purpose: to broaden these young women's career options by identifying their personal and cultural barriers and by engaging them in activities designed to overcome obstacles.

POSTSECONDARY

Equity Counseling for Community College Women, Nancy Carol Eliason, FOR: community college teachers, counselors, and administrators.

A detailed approach to developing outreach, vocational guidance, and counseling techniques for returning women students. Specific attention is paid to designing programs for minority women and displaced homemakers.

Management Basics for Minority Women, Although many minority women aspire to managerial positions, few management training programs adequately address these women's needs or the social dynamics affecting minority women in the work-place.

Freeing Ourselves Removing Internal Barriers to Equality, Dr. Helen Collier and Dr. Jessie Lovan-Kerr, FOR: counselors; resource centers.

A workshop guide and sound filmstrip that detail activities to encourage women to overcome the psychological barriers of sex-role stereotyping. Step-by-step instructions help the workshop leader to set up a practical program relevant to women of varied ages and professions.

User's Guide for the SVIB-SCHII

User's guide for the Strong Vocational Interest Blank, Strong-Campbell Interest Inventory Test.

Strong Manual

Comprehensive Tests of Basic Skills - Level 4 Form 5, McGraw-Hill.

10 Occupational Fiels: How Do I Explore Them? 2 Adkins Life Skills Program Employability Skills Series, pamphlet.

The Nelson-Denny Reading Test, Manuals and Answer Sheets.

VIDEOS

The Feminine Mystique (Jack and Jill), Woman's Educational Equity Act Program. Black and white, 30 minutes.

Try Non-Traditional

Technical Skills Exploration

JOB SEARCH VIDEOTAPE SERIES, Tucker Associates, Job Search Program. (2 cassettes)

JOB SEARCH VIDEOTAPE SERIES, Tucker Associates, Successful Interviewing.

JOB SEARCH VIDEOTAPE SERIES, Tucker Associates, Negotiating The Job Offer.

TO BE ME - Ready, Willing, and Able, Vocational Studies Center, UM

TO BE INDEPENDENT - Ready, Willing, and Able, Vocational Studies Center, UM

TO BE EMPLOYED - Ready, Willing, and Able, Vocational Studies Center, University of Madison, WI.

The Psychology of Gender Advances Through Meta-analysis, edited by Janet Shibley Hyde and Marcia C. Linn, The Johns Hopkins University Press, 1986, 278 pages. hardbound.

The literature on gender differences in psychological characteristics such as aggression, spatial ability, and patterns of causal attributions appears to be inconsistent and contradictory. The statistical technique of meta-analysis offers much promise for systematically integrating this diverse literature and suggesting substantive conclusions. Various methods of meta-analysis are reviewed historically.

THE PROFESSIONAL COUNSELOR - A Process Guide to Helping, L. Sherilyn Cormier, and Harold Hackney, Prentice-Hall, Inc., 1987, hardbound, 289 pages.

Topics covered include Stages and Skills of Counseling; Assessment of Client Problems; Intervention Strategies; and Termination and Follow-up. Five major stages of the helping process are also described: relationship, assessment, goal setting, strategy implementation, and evaluation and termination. In addition, the book emphasizes a variety of helping strategies and interventions reflecting an eclectic and integrative theoretical framework.

CAREER COUNSELING - Skills and Techniques for Practitioners, Normal C. Gysbers and Earl J. Moore, Prentice-Hall, Inc., 1987, hardbound, 185 pages.

Women in Management, Bette Ann Stead, Prentice-Hall, Inc., 1985, paperback, 389 pages.

This book was designed by the author to bring women's need for progress toward equal employment opportunities into focus and to address new topics such as dual-career families, sexual harassment, and networking.

Beyond Sex Roles, Alice G. Sargent, West Publishing Company, 1984, paperback, 539 pages.

Beyond Sex Roles invites you to see yourself among your roles, obligations, expectations, rules, masks, and stereotypes, and to start to fee yourself from inhibiting behaviors.

Developing New Horizons for Women, Ruth Helm Osborn

Very good text to improve self-esteem, identify strengths and develop long range life and career plans. Too much here for a brief workshop though exercises and worksheets are ideal and easilty adapted to interactive groups.

THE PROMOTABLE WOMAN Becoming a Successful Mnager, Norma Carr-Ruffino, Wadsworth Publishing Company, 1985, 520 pages, paperback.

Combines the basic management principles you will need as a manager with the latest research on women in management - to help you solve the unique problems you will face as a woman manager. Gives you case studies you are likely to encounter as a woman on her way up.

THE SELF-DIRECTED JOB SEARCH, Video

This 90 minute video presents successful job search basics in a practical, direct, and fun presentation. One of the most sought after job search trainers, Dick Gaither, presents his proven, effective approach to finding a job in this lively unconventional presentation. Emphasis is placed on skills identification, communication techniques, appearance, understanding the job search process, and acquiring the specific skills necessary to get the job you want.

REVISING THE CURRICULUM

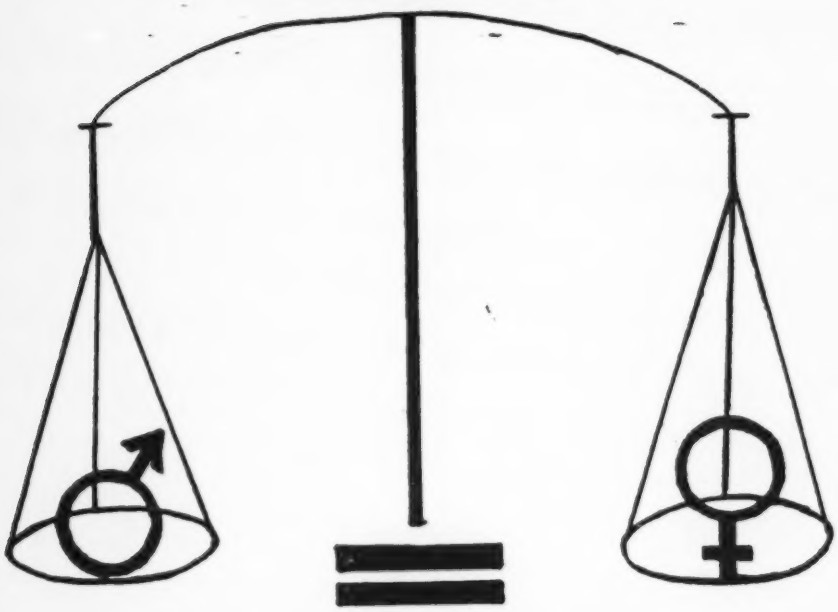
The Teacher Skill Guide for Combatting Sexism, Dr. Debra Klinman, FOR: teacher-training program and inservice workshops.

This series of 13 training modules provides quick, simple tools for identifying and handling sex bias in teacher lessons and student attitudes.

APPENDIX IV

BILL OF RIGHTS FOR MEN AND WOMEN

EQUITY



THE ISSUE

FREE WORKSHOP

FEATURING

AMANDA SMITH

EQUITY SPECIALIST...TEACHER...AUTHOR...TRAILBLAZER...

TOPICS WILL INCLUDE

-- Why Trust Is The Key To Equity

-- Approval In The Work Place

WHEN:	Friday, May 22, 1987
TIME:	8:30 A.M. - 12:30 P.M.
PLACE:	Ashland Community College Room A118 Lunch will be provided
SPONSOR:	Ashland Community College Re-Entry Program and the Office of Vocational Education
RESERVATIONS:	Call Ashland Community College, at 329-2999/Ext. 204 by May 21, 1987

ASHLAND COMMUNITY COLLEGE
UNIVERSITY OF KENTUCKY
1400 COLLEGE DRIVE
ASHLAND, KY 41101
(606) 329-2999

BUILDING TRUST BETWEEN WOMEN AND MEN

GOALS:
- To establish trust and friendship as a positive value
- To identify and use all the opportunities we already have for creating the conditions which make trust easy

CONDITIONS OF DISTRUST	CONDITIONS OF TRUST
Separation	Reinforce friendship Work, talk, play, eat together Model partnership
Division of labor Artificial Duties Artificial Privileges	Do all kinds of work Provide images of shared expanded roles Volunteer for the other sex's chores Give privilege by merit, courtesy to all
Division of emotions	Learn appropriate expression of all emotions
Fear - physical violence, economic deprivation, emotional battering	Teach both sexes self-defense self-reliance
Language that excludes Language that labels by sex. (Both positively and negatively)	Use language to create expanded and inclusive images
Different attitudes toward sexuality (double standards, unintended provocativeness, dirty jokes)	Decide on values, teach to both sexes
Any kind of differential treatment (push boys, help girls)	Learn how both cultures operate, choose best of both worlds
Hostility itself Boys - against - the - girls Humor	Don't condone it - do discuss it

THE ENFORCERS	THE ANTIDOTES
Sexual Inuendo enforces separation	Reinforce variety of non-sexual relationships (friend, colleagues, teammate, partners)
Sex Identity Inuendo enforces personal restriction	Reinforce innate sex identity

AN EQUAL OPPORTUNITY INSTITUTION

ASHLAND COMMUNITY COLLEGE
UNIVERSITY OF KENTUCKY
1400 COLLEGE DRIVE
ASHLAND, KY 41101
(606) 329 2999

MEMORANDUM

TO: Area Educators and Administrators

FROM: Willie McCullough W.M.
Re-Entry Coordinator

DATE: April 30, 1987

SUBJECT: Sex-Equity Workshop

Amanda Smith, a sex-equity specialists, will conduct a workshop at Ashland Community College on Friday, May 22, from 8:30 A.M. - 12:30 P.M. in Room A-106. The workshop is the last in a series of programs sponsored by the Office of Vocational Education and the Re-Entry Program to create an awareness of the sex-bias and stereotyping issues.

The presenter has eight years' experience as an independent consultant, working in more than 40 states. She trains women and men to work together effectively and builds solid partnership skills through her positive approach. The results are to lift the level of performance of both sexes and to trigger strong professional growth.

This promises to be an interesting and informative program. We hope you can join us and will look forward to seeing you on Friday, May 22, at 8:30 A.M. in Room A-106.

Please call 329-2999 extension 204 to make your reservations.

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APPENDIX V

PROGRAM EVALUATIONS

UNIVERSITY OF KENTUCKY
1400 COLLEGE DRIVE
ASHLAND, KY 41101
(606) 329-2999

"WOMEN LEADER'S IN TODAY'S WORLD"
Workshop Evaluation

Please check to what extent you agree or disagree to the following statements:

SA = Strongly Agree A = Agree D = Disagree SD = Strongly Disagree

1. This workshop has increased my understanding of educational equity.
   SA 16 A 5 D 1 SD ____

2. The presentors seemed very knowledgeable to the topic.
   SA 21 A 1 D ____ SD ____

3. The presentations were interesting.
   SA 19 A 3 D ____ SD ____

4. The presentations were organized effectively.
   SA 17 A 5 D ____ SD ____

5. This workshop provided me with usable ideas and information.
   SA 14 A 7 D 1 SD ____

6. The strength of this workshop was:

7. The weakness of this workshop was:

8. COMMENTS:

AN EQUAL OPPORTUNITY INSTITUTION

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ASHLAND COMMUNITY COLLEGE
UNIVERSITY OF KENTUCKY
1400 COLLEGE DRIVE
ASHLAND, KY 41101
(606) 329-2999

"WOMEN LEADER'S IN TODAY'S WORLD"

Workshop Evaluation

6. The exercises which engaged everyone were interesting, amusing, yet a learning experience.

Educating how many ways we (I) think in a sexist way.

Good presentation. Good audience participation.

Lot of interaction between Marilyn and participants.

Provided current information, interesting, flowed nicely.

Ideas were well-covered. Participation encouraged.

Good interaction between director and audience.

Personal experiences of presenter. What's Your Line on Title IX.

Excellent.

The informal setting; presented in a way that people from a conservative area could easily accept; lecturer was a human, not "preachy" nor "I'm always right."

Diverse in the segments and thought provoking.

The participation, the interaction.

Varied, interesting presentation technqiues.

A lot of audience involvement.

Very relevant to my job, lots of information in a short amount of time. She was very knowledgeable about the subject. Would like more workshops like this one!

Communication - excellent presenter.

Congeniality, friendliness, cooperation, made to feel at ease.

Good organization and presentation of skills, useful in promoting sex equity.

Knowledge of presenter; appropriateness and timeliness of topic.

Participation.

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7. I can think of none!

I would rather have a concept discussed before the questions ie: sexist world alternatives, Title IX.

Too long after lunch.

Too long.

None.

Maybe rearranging before lunch agenda to after lunch (getting up and moving around especially demonstration activity) because of food causing drowziness.

Was not aware of any.

More time - a heavy subject for 1 day.

None.

Would have appreciated even more materials.

Outdated.

8. I certainly have enjoyed the workshop, both the speaker and the groups. I appreciate being invited!

Good Workshop!

Would be great for teachers for: pre-school, High School.

Informative, interesting, well organized, well balanced with lecture, visual aids and interaction games invovling participation. Excellent presentation.

Excellent presentation.

An enjoyable and informative day. I received a wonderful collection of usable items and ideas.

Very much enjoyed - thought provoking realized their are problems when I thought maybe their wasn't.

Would like to see more conferences like this offered. Very good to have been able to attend.

Great.

Excellent! I thoroughly enjoyed it!

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Thoroughly enjoyable day. Very informative. Up-to-date information.

Enjoyed the comfortable climate of the workshop!

How appropriate this workshop would be for male educators as well!

CABINET FOR HUMAN RESOURCES
COMMONWEALTH OF KENTUCKY
411 - 19th Street
Ashland, Kentucky

DEPARTMENT FOR EMPLOYMENT SERVICES

March 12, 1987

Mrs. Willie McCullough
Ashland Community College
1400 College Drive
Ashland, Kentucky 41101

Dear Willie,

I want to thank you for the opportunity to attend the Seminar for "Women Leaders in Today's World". It was a very enlightening and enjoyable day.

It was well organized, the speaker was very interesting, and it was a very congenial group.

Sincerely,

Gail

Gail Carroll

JOB SERVICE

An Equal Opportunity Employer — M/F/H

Kentucky Department of Education

Alice McDonald, Superintendent of Public Instruction
Capital Plaza Tower Frankfort, Kentucky 40601

March 24, 1987

Ashland Community College
Attention Ms. Willie McCullough
1400 College Drive
Ashland, Kentucky 41101

Dear Ms. McCullough:

Thank you so much for inviting me to participate in the "Women Leaders in Today's World" seminar. As I told Bettie Tipton in my letter, it was a well-organized and informative meeting concerning a topic that needs to be addressed in this section of the state.

I don't envy you the task of writing a new grant, but I truly appreciate your efforts. At the vocational school we are fighting the stereotype of the traditional male or female occupations. We would be very happy to have brochures, posters, or newspaper ads showing successful men and women in nontraditional jobs. Few women choose our heavy industrial programs, such as machine shop, welding, and heavy equipment repair.

Also, we would be interested in a workshop or series of instructions concerning nonsexist writing styles for our business and office programs. This could be increased to include area English teachers as well.

The seminar on March 4 was so successful that I think another one which focuses on attendance by local businessmen should be planned for next year.

Good luck in your grant-writing efforts. If I can be of any assistance, please contact me.

Sincerely yours,

Lisa Butcher

Lisa Butcher
Counselor

LB:lkh

Ashland State Vocational-Technical School
4818 Roberts Drive
Ashland, Kentucky 41101

When our schools work, Kentucky works.

ASHLAND COMMUNITY COLLEGE
UNIVERSITY OF KENTUCKY
1400 COLLEGE DRIVE
ASHLAND, KY 41101
(606) 329-2999

WOMEN IN MANAGEMENT NETWORKING LUNCHEON
PROGRAM EVALUATION

Please check to what extend you agree or disagree to the following statements:

SA = Strongly Agree A = Agree D = Disagree SD = Strongly Disagree

1. This workshop exhibited planning and preparation.
   SA 29 A 3 D ____ SD ____

2. This workshop has increased my awareness of the problems of gender stereotyping.
   SA 11 A 18 D 3 SD ____

3. The brainstorming session was interesting and informative.
   SA 19 A 16 D ____ SD ____

4. The plenary session was helpful.
   SA 10 A 23 D ____ SD ____

5. This workshop provided me with usuable ideas and information.
   SA 12 A 21 D ____ SD ____

6. The strength of this workshop was:

   _____

   _____

   _____

7. The weakness of this workshop was:

   _____

   _____

   _____

8. COMMENTS:

   _____

   _____

   _____

   _____

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WOMEN IN MANAGEMENT NETWORKING LUNCHEON
PROGRAM EVALUATION RESPONSE

6. Interesting topic.

Interaction with other women in similar positions.

The participation of women from the area business.

Organization.

Well-planned, informative, good participation.

Sharing information and ideas.

Presentation of material.

Selection of topic discussion which allowed a variety of problems facing women in management to be identified.

People involved.

Enabled us to talk with other managers and give support and help to each other.

Free exchange of ideas.

Information and ideas of others.

Brainstorming/Synthesis.

Looking at all aspects of women in management.

Coming together as a group for interaction.

Well planned, kept within time frame, Great food!

Sharing ideas.

Comments from others.

New ideas and evaluation of these ideas.

Awareness communication.

Seemed to be a good cross-representation of female business people of the region.

Having group discussion instead of listening to speakers. A chance to participate.

Brainstorming.

6. Good planning, very informative and helpful.

   Sharing of ideas.

   Networking here, and thought provoking sessions.

   Developing networks.

   Communicating with others listening to others ideas.

   The attendance and participation of the professional women who attended.

   Interaction of women through discussion exchanges.

   Knowing and meeting other women in management; discussion of ideas.

   Excellent planning made this meeting very stimulating, interesting, and thought provoking.

7. Too short! Too much to do in short time.

   Too short.

   Not enough time.

   Lack of time.

   Not enough time.

   Time - but excellent job for time allocated.

   The time alotment was not sufficient.

   Not enough time.

   Need to have alitte more time to discuss within groups.

   Shortness of time, large table made hearing difficult.

   Time - not enough.

   Quality Inn service caused delay.

   Not enough time.

   None.

   Not enough time allowed for discussions.

   Not enough time.

   None.

7. Time limitations - not in depth.

   Time problem.

   More time needed to elaborate on ideas.

   Not enough time for group discussion.

   Structure to elicit information.

   Time constraints.

   Shortness of time.

   Not enough time.

   Not enough time to really discuss things.

   Too short thus too rushed.

8. I think we'd all like a list of participants and what they do.

   Good job!

   It's a good beginning and something that's needed.

   Thank you for enjoyable session.

   Should be continued with additional emphasis on networking.

   Thank you! Very much enjoyed the program.

   Worthwhile, helpful information for women who are going into work force.

   Great effect and a good beginning for the future.

   I'll be interested in followups.

   Very informative

   I appreciate the opportunity to be a part of this networking program.

   Thank you very much for lunch.

   Needed more direction: ideas presented, now what?

   Very good.

   Would like to see more programs of this nature, possibly longer workshop type session.

   Appreciate the opportunities!

8. I really enjoyed this meeting because it was very informative.

I enjoyed it! Very informative!

Excellent exchange of ideas. Informative and enjoyable! Thanks!

Hopefully this will lead to network in this area and more seminars and workshops geared to female managers.

Most enjoyable - I appreciated being included!

April 23, 1987

Dear Nellie,

Your "Women in Management" luncheon was so organized and planned! Thank you for including me in the session. You should certainly be pleased with the input and ideas from the various women and men present!

Sincerely,
Bobbie

Dear Nelli,

Thank you very much for inviting me to the Women in Management Networking Luncheon.

Your planning and preparation were just superb, and I came away with many new ideas for developing skills for our managers and for myself.

Your tie-in with volunteerism was so interesting. Mary Lou Strait, Sandy Strait, Ann Borders, Lenna McIntosh and I were all members of the Junior Women's Club when we were in our twenties. A great start for us!

Congratulations on a job well done!

Sincerely,
Sharon Simons

4/16/87

YOUNG WOMEN'S CHRISTIAN ASSOCIATION
3238 - 13th STREET ASHLAND, KENTUCKY 41101
Telephone (606) 325-1775

Willie,

Just a note to tell you how much I appreciated your invitation to the seminar. I enjoyed it tremendously and received very pertinent information that is important for women and their future.

Sincerely,
Ann Perkins

THANK YOU FOR YOUR CONTINUED INTEREST AND SUPPORT.

ASHLAND COMMUNITY COLLEGE
UNIVERSITY OF KENTUCKY
1400 COLLEGE DRIVE
ASHLAND, KY 41101
(606) 329-2999

SESSION TITLE BILL OF RIGHTS FOR MEN AND WOMEN

Please evaluate this session according to the scale:
1 - very negative, 5 - very positve (Circle one)

	Very Negative				Very Positive
1. General overall impression	1	2	3	4	5 – 18
2. Usefulness of subject matter for me professionally	1	2 - 1	3	4 - 3	5 - 13
3. Usefulness of subject matter for me personally	1	2	3	4 - 3	5 - 15

4. Were there any phrases or ideas that impressed you particularly favorably? Which? Please explain.

5. Were there any phrases or ideas that turned you off? Which? Please explain.

6. Are there any topics you feel should be added to the discussion?

7. Please comment on the method of presentation:

8. What was the general manner or overall impression of the presenter?

9. Was there anything you wanted to say but didn't? What? Why?

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SEX EQUITY WORKSHOP
Friday, May 22, 1987
Amanda Smith

4. -- That equity with men and women should be exercised.

-- Didn't realize that trust was root of many problems; the differences men and women have in showing praise, etc.

-- "Those people --" (Thought provoking) "A good man supports his family -- but not in a warrior society"/"Boys against the Girls"/"No son of mine's going to grow up queer." (Gutsy) "Make choices based on what works" -- The best managers have been given "permission and practice" to use "Two boxes" of tools (Tradily male and tradily female) "Women tend to think you have to know how to do something before you do it" (insightful) "It's always easy to look to childhood - but it's all circular"/ "The main thing an employer wants is an attitude" (So True!) "Women think you have to be invited"/"Since whatever you do (as a male kidding with a woman as affection/acceptance/praise) is wrong, you simply shut up"

-- When you were talking about the difference between sex bias and discrimination.

-- Men seem angry when they may be sad or scared. In building partnership you build independence. Friendship can exist between men and women. Young women are concerned about being considered womanly and choose careers accordingly, older women will choose non-traditional careers because they have proven their womanhood. Appreciation comments very helpful to me.

-- Partnership and independence go together.

-- Recognize that men and women are individuals, each with value.

-- All.

-- The difference in how men and women take on jobs they don't know how to do. I have always had the reaction that I can't because I don't know how.

-- To be more aware of how I make a difference in my children.

-- "Unless you trust people, you can't leave them alone." "We need to understand how powerful these little behaviors are."

-- Seeing all sides of the issue - being more considerate to people's ideas.

-- Affairs with opposite sex occur because we don't know what else to do (I feel this is so pertinent especially with teens)

-- Trust.

5. -- No.

-- None.

-- I was raised that the man is "head of the house." Though I feel that both sexes should share decisions, work, etc. I also feel that in the "home field" the husband has the last word - hopefully the husband will be "informed" enough not to "pull rank," but rather take into consideration other's point of view. If he still feels his way is right, it could be explained, not forced.

-- Memory of handshakes --- incorrect for men: handshaking is so common to men, we do not remember the tactile experience well.

-- No.

-- No.

-- No.

-- No.

-- No.

-- None.

6. -- No.

-- No.

-- Good to avoid the standard, over-discussed topics (pay etc.) in such a brief workshop.

-- I wish not to add another topic but, feel the presentation would much better if the audiance were more involved.

-- No.

-- No.

-- No.

-- I would like to her more about how to teach our children sex equity.

7. -- I like the one presentation you was doing on (sexual inuendo).

-- Excellent, interesting, and very beneficial.

-- Casual mix of lecture and discussion - tradil but still effective and well-done - it's always hard to be an encouraging leader and still stay in control (deadlines, topics, etc.)

-- I believe the method was very shocking because I never really thought about the discussion.

-- Great!

-- Very informative but some areas were a little lengthy in the amount of time a particular subject or thought was discussed. Over all, Very Good.

-- Excellent.

-- I think it was really informative and very pleasantly presented.

-- Excellent.

-- The best of the series.

8. -- I like it.

-- Very sociable.

-- Well organized, enthusiastic, friendly.

-- Style was warm and transparent, fluent and convincing - usually gave plenty of notice to exceptions of opposing views - to avoid over-generalizing.

-- She was understandable, friendly, great speaker.

-- Casual, relaxed, very informative.

-- Very knowledgeable.

-- Positive and knowledgeable.

-- Very informative, very pleasant.

-- Good.

-- Confident.

-- Great!

9. -- No.

-- No.

-- Beauty and looks decline with age, money and power accumulate.

-- Would like more information on work ethics, e.g. do the work before promotion. Must want professional orientation. I know only bottom rung work situations.

-- No.

-- No.

-- No.

-- No.

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